DOCUMENT RESUME

ED 180 622 PS 011 106

AUTHOR Emmons, Barbara
TITLE Guidance Principles for Encouraging Self-Discipline: Arizona HSST/CDA Competency Based Training Module #5.
INSTITUTION Pinal County Community Coll. District, Coolidge, Ariz. Arizona/Nevada Child Development Associates.
SPONS AGENCY Administration for Children, Youth, and Families (DHEW), Washington, D.C.
PUB DATE [78]
CONTRACT 190-78-0003
NOTE 31p.; For other modules in this series, see PS 011 100-128 ; Best copy available
AVAILABLE FROM Arizona/Nevada CDA, P. O. Box 337, Sacaton, AZ 85247 ($0.33 per module)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Child Care Workers: Early Childhood Education: *Guidance Objectives: *Performance Based Teacher Education: Postsecondary Education: *Preschool Teachers: Prosocial Behavior: Self Control: *Training
IDENTIFIERS *CDA: Child Development Associate

ABSTRACT

This Child Development Associate (CDA) module focuses on child guidance strategies that promote children's self control and positive social behavior. Objectives are stipulated, activities for achieving each objective are suggested, and an assessment checklist is provided. A study guide emphasizes (1) teacher qualities which lead to close, warm, and understanding relationships, (2) individual patterns of development, (3) the influence of environmental design on relationships between children, (4) necessary basic rules and limits, (5) making rules and limits work, and (6) natural and social consequences of children's behavior. Resources for further study are listed and supplementary materials on the structure of family characteristics, children's mistaken goals, and making useful observations of children's behavior are included. (Author/RH)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED180622
PS 011106
MICROFICHE

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

BEST COPY AVAILABLE

Competency Based Training Module #5

GUIDANCE PRINCIPLES FOR ENCOURAGING SELF-DISCIPLINE

by

Barbara Emmons

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Warren E. Miller

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

NOTE TO THE INTERN:

This CDA training module has been prepared as a guide for you and your CDA advisor to help you to develop certain practical skills necessary for your work in an early childhood center. Although it contains many useful ideas, it is not intended to be a self-study program. Many decisions about your training experiences are left up to you and your CDA advisor. The activities given in this module are "suggested" activities, and should be used if they are appropriate to your learning needs. You or your advisor may come up with other activities more appropriate for your particular situation, children, or background of experience and training.

Your advisor will evaluate your performance in each of the objectives. He/she may do so right away on the basis of skills you already have, or he/she may evaluate you after you have done some learning activities, or both. If you think you already have the skills required by some of the objectives, you should ask to be evaluated right away. You may not have to do any activities for some of the objectives. You do, however, have to demonstrate the required skills for your advisor; you cannot just tell him/her that you have the skills. If your advisor has already observed some of the skills before you entered this module, he/she may check you off on those skills without further observation.

When your advisor has evaluated your performance in an objective area as satisfactory, he/she will initial and date that objective as complete in your copy of this module. When all of the objectives have been initialled, you have completed the requirements of this module and have earned credit. Keep this module as your permanent record of completion, and as a reference to use in your classroom.

As you can see, how fast you are able to complete this module depends on a lot of things: how much time and effort you can put into it; how much help your advisor can give you; how much experience and training you have already had.

The Arizona HSST/CDA program hopes that you find your participation in CDA a valuable and practical training experience. We would appreciate any suggestions you may have for improvements in the training program and in this module.

GUIDANCE PRINCIPLES FOR ENCOURAGING SELF-DISCIPLINE

CDA TRAINING MODULE #5

TABLE OF CONTENTS

INTRODUCTION.....Page 1

OBJECTIVES, ACTIVITIES, ASSESSMENT.....Page 2

STUDY GUIDE.....Page 5

RESOURCES FOR FURTHER STUDY.....Page 17

SUPPLEMENT - TABLE OF CONTENTS.....Page 18

This module relates to the following CDA Competencies:*

C. BUILD POSITIVE SELF-CONCEPT AND INDIVIDUAL STRENGTH.
(see items 2 and 5)

D. ORGANIZE AND SUSTAIN THE POSITIVE FUNCTIONING OF CHILDREN AND ADULTS IN A GROUP LEARNING ENVIORNMENT.
(see item 3)

This CDA training module has been produced by the Arizona Child Development Associates training program (Arizona HSST/CDA), of the Pinal County Community College District, Coolidge, Arizona 85228.

For permission to reproduce this material, contact Martha Honeycutt or Warren Miller, (606) 723-4141.

* for reference, see the Arizona HSST/CDA "CDA Assessment"

GUIDANCE PRINCIPLES FOR ENCOURAGING SELF-DISCIPLINE

INTRODUCTION

Child guidance may be defined as the quality of human relationships which prevail in a center. There are a number of different factors which enter into those relationships and influence the quality of them either positively or negatively. Among these factors are: the teacher, the children, the center, the schedule, the curriculum, the basic rules and limits, the methods of establishing those rules and limits, and the consequences that may occur if the rules and limits are not observed.

Planning for child guidance involves evaluating the different factors which influence the human relationships and taking whatever action is necessary to either improve or maintain the positive aspects of each factor. To the end that we are successful in our planning, children will feel free to make choices and to take the responsibility for their actions. As children move toward this autonomy, they also move toward self-discipline which is simply the internalizing of patterns of behavior which they have found to be successful and rewarding.

OBJECTIVES, ACTIVITIES, ASSESSMENT

CDA Intern's Name_____

Date of Entry_____Date of Completion_____

OBJECTIVES	SUGGESTED ACTIVITIES
1. The intern will build trust relationships with children. ASSESSMENT _____ date/initial	1. Read Section I of the Study Guide. a. Identify a child in your center who needs a friend. b. Keep a record of your developing relationship with that child. c. Discuss with your advisor any changes you see in the child as a result of your relationship.
1a. The intern will model the kinds of behavior he/she wishes to see develop in children. ASSESSMENT _____ date/initial	1a. Review Section I of the Study Guide. a. Make a list for yourself of all the things you like about yourself. b. Select one child and make a list for your advisor of all the things you like about that child. c. Compare the two lists.
2. The intern will encourage the social development of children. ASSESSMENT _____ date/initial	2. Read Section II of the Study Guide. a. Discuss with your advisor some of the influences that effect social development. b. Prepare a file card on each child, noting how well he seems to function in the group. c. Observe a problem situation using the format in Supplement #3 - A Useful Observation of a Child's Behavior. d. Discuss with your advisor the possible goals of the behavior you observed. e. Ask another adult in your center to keep a record of how many times you encourage children on any two days of the week without letting you know which two days they are doing it. f. Discuss the results with your advisor.

OBJECTIVES	SUGGESTED ACTIVITIES
3. The intern will maintain an environment within the center which fosters positive relationships. ASSESSMENT _____ date/initial	3. Read Section III of the Study Guide. a. Identify the types of play which occur in different areas in the center. b. Identify the areas in which problem behavior occurs most frequently. c. Discuss with your advisor how the areas might be changed to eliminate the problem. d. Identify any equipment or materials within the center which children argue about. e. Discuss with your advisor.
3a. The intern will insure that each child has some success everyday. ASSESSMENT _____ date/initial	3a. Review your schedule and curriculum with your advisor, noting: a. How it allows for individual differences. b. How it meets children's needs for success. c. Prepare a file card on each child sometime during the week noting an activity that the child especially enjoyed and that gave the child feelings of success. d. Discuss your findings with your advisor.
4. The intern will determine basic rules and limits for the center; keeping them to a minimum. ASSESSMENT _____ date/initial	4. Read Section IV of the Study Guide. a. Discuss with your advisor what purpose rules and limits serve for children. b. Share your rules and limits with your advisor and discuss specific reasons for each of them.
5. The intern will involve everyone in the center in establishing rules and limits. ASSESSMENT _____ date/initial	5. Read Section V of the Study Guide. a. Write down all rules and limits and discuss with your advisor how the information has been shared with other staff and parents. b. Tape record a small group discussion with children where the subject is a rule or limit.

OBJECTIVES	SUGGESTED ACTIVITIES
5a. The intern will exercise consistent authority which fosters feelings of self-respect in children. ASSESSMENT _____ date/initial	5a. Review Section V-C of the Study Guide. a. Make an observation trip to another center and discuss with your advisor how the teacher you observed handled behavior problems. b. Identify the rule or limit in your center which is most often broken and discuss with your advisor. c. Record an interaction between yourself and a child in a problem situation and discuss with your advisor how you handled the situation.
6. The intern will help children recognize and understand the consequences of their behavior. ASSESSMENT _____ date/initial	6. Read Section VI of the Study Guide. a. Discuss with your advisor at least 3 different instances you have observed in your center where a child learned from a natural consequence. b. 1) Select one child to observe and identify what kind of consequence or goal that child is seeking. 2) Discuss with your advisor whether the behavior you observed demonstrated confidence or discouragement in the child. c. Discuss with your advisor in what kind of situation you might use the consequence of superior force.

GUIDANCE PRINCIPLES FOR ENCOURAGING SELF-DESCIPLINE

STUDY GUIDE

I. As we work with children, we must be aware that they watch us very closely for clues on how they should behave. In fact, children often learn best what the teacher in a center sees in his/her mirror.

A. The psychologist Carl Rogers has identified three qualities in teachers which lead to close, warm, understanding relationships:

1. The first of these is realness.

a. Does not put up a false front.

b. Is honest about feelings and expectations.

c. Gives sincere praise and encouragement. (Note: See Module #20, Building a Positive Identity.)

2. The second is acceptance.

a. Respects each child as he is now.

b. Values each child and his efforts at whatever level of ability. (Note: See Module #21, Providing for Individual Differences.)

c. Permits verbal expression of negative as well as positive feelings. (Note: See Module #22, Encouraging the Open Expression of Feelings.)

3. The third is empathetic understanding. In doing this, the teacher:

a. Experiences the same feelings as the child.

EXAMPLE: Susan brought a favorite doll from home. Jane grabbed it, and Susan promptly slugged Jane. If we put ourselves inside Susan, we can understand her anger at Jane for taking away the doll. Also, if we put ourselves inside Jane, we can understand her hurt feelings as well as the physical hurt when her friend Susan slugged her.

b. Reflects those feelings back to the child.

EXAMPLE: "Susan, I understand. It made you feel very angry when Jane took your favorite doll."

1) The child sees that we not only know how she feels but that we also feel it with her.

2) The child is then more willing to participate in discussion and accept solutions to the problem.

B. Other aspects of a teacher's appearance and behavior effect the relationship.

1. Appearance does not just mean the way we dress, it also means the different ways we may look to a child.

   a. Facial expression - Do we smile more often than we frown?

   b. Body expression - Do we show tension by moving rapidly and jerkily, or do we show a relaxed attitude by moving more slowly and smoothly?

2. Physical contact conveys different kinds of messages.

   a. Do we feel comfortable holding and touching children?

   b. Can we restrain a disturbed child (hold kindly but firmly) without feeling anger?

   c. Do we respond positively when children touch us?

3. The kind of verbal environment we create is also extremely important.

   a. Do we spend some time in conversation with each child every day?

   b. Can the children understand what we say?

   c. Do our words show respect for them?

   d. Do we listen attentively instead of doing all the talking?

   e. Does the tone of our voice show warmth and caring instead of anger and irritation?

4. Finally, do our daily actions reflect the kinds of attitudes and behaviors we hope to see develop in children?

   a. Incidental learning is happening all the time, so everything we do is teaching something.

   EXAMPLE: If we are sincerely grateful and say, "Thank you," when someone does something for us, the children soon learn to say "Thank you," without ever having to be told to say it.

   b. When we embark on a course of action, are we flexible enough to change course to meet others' needs?

   c. In Freedom and Beyond, John Holt wrote, "If I had to make a general rule for living and working with children, it might be this: be wary of saying or doing anything to a child that you would not do to another adult, whose good opinion and affection you valued."

II. Each child has his individual pattern of social, as well as physical, development.

A. Physical development (barring any trauma) follows a definite and predictable pattern toward maturation.

1. Children may feel frustration or discouragement if they are expected to accomplish tasks which they are not yet physically capable of doing.

EXAMPLE: Printing letters before fine muscle control is developed (See Modules #26 and #27, Large and Small Muscle Development, also Module #25, Creative Media, for further discussion of this.)

2. Children are normally physically active and will develop increasing physical skills if they are given:

a. Time to spend their energy.

b. Space in which to move.

c. Safe equipment and materials to challenge them.

d. Supervision to insure their safety.

B. Social development has been defined as the acquisition of standards of behavior and the restriction of impulses and urges.

1. It implies both intellectual growth and emotional stability.

2. It is considered to be dependent of teaching.

3. It develops at different rates in different children. (Each child's readiness to learn is dependent upon where he is right now.)

4. It is influenced by a number of different factors. (See Module #2, Health and Safety, and Module #20, Building a Positive Identity, for further discussion.)

a. The child's home life and relationships with the people who live with him. (See Supplement #1 - The Characteristics of the Family Constellation)

b. The manner in which adults react to the child.

1) Is the child encouraged to explore and experiment and praised for his efforts? or...

2) Is the child constantly scolded and made to feel that everything he does is wrong?

c. Physical traits may also influence a child's social development.

EXAMPLES:

1) The child with sensitive ears may retreat from loud sounds and large group activities.

2) The child who has a hearing loss may not respond as rapidly or as well to instructions.

3) The child with poor eyesight may avoid social contact for fear of not recognizing people or moving awkwardly.

4) Any physical handicap may become a social handicap if the child receives no help in adapting to his problem.

d. Where a child lives may also influence his social development.

1) Different communities and cultures value different ways of behaving.

2) The rural child may have experienced a great deal of freedom of movement but had little practice in social interaction.

3) The city child may have the opposite problem.

e. The family's economic condition and status in the community may also effect the child's social development.

C. While children's development proceeds at different rates, there are some things which children may be said to have in common:

1. Each child's behavior has a purpose or a goal.

2. There are two goals which hold top priority with most children:

a. Finding a place in the group.

b. Receiving adult approval.

3. Successful behavior will be repeated.

4. Behavior which does not result in the child's reaching his goal will create frustration and discouragement.

5. A discouraged child is often a misbehaving child. (See Supplement #2 - A Child's Mistaken Goals.)

6. In order to understand a child, it is important to know as much as possible about that child's relations with others. (See Supplement #3 - A Useful Observation of a Child's Behavior.)

III. The environmental design for the early childhood center is a very large factor in determining what kinds of relationships will be built in the center and what kinds of behavior we will observe in children. (Note: Review Modules #1, 2, 3, and 4.)

A. Space and the organization of space is of prime importance.

1. Crowded or poorly organized space may cause tension, excitement and over-stimulation, which results in fatique and emotional upsets.

2. Properly organized space should make provision for three types of play necessary to a child's social development:

   a. Solitary - first type of play children indulge in and also return to when they wish to focus on constructive projects of their own.

   b. Parallel - still playing alone but now side by side with another child who may be participating in a similar activity with similar materials. May occassionally converse about their activity.

   c. Cooperative play - children playing together, sharing the same area and materials.

      1) It should be noted that this is the most advanced form of play.

      2) Children should not be pushed into cooperative play or forced to share before they are ready.

B. The progression of play also has implications for the kinds and amounts of materials which should be in the center.

   1. A child becomes frustrated or discouraged if materials suitable for his level of development are not available, so there must be a variety.

   2. A child needs to feel that he can use some materials freely without having to share, so there must be an adequate amount.

   3. Adult materials should be stored where they will not present a temptation for the child.

      a. The teacher will not have to say "no" or scold so often.

      b. Children will be more willing to take responsibilities for the materials if they know that the materials within their reach are there for them to touch and use.

C. Planned schedules can do a great deal to avert undesireable behavior.

   1. The teacher knows what he/she is going to do.

      a. All preparations are made before the children arrive.

      b. The teacher can give his/her complete attention to the children.

   2. The children feel more comfortable when they know what they are going to do.

      a. A fairly regular routine removes much of the fear of the unknown.

      b. It satisfies some of their need for being a part of the group.

3. Transitions (movement from one activity or area to another) are much smoother when everyone knows where they are going and what is going to happen there.

   a. There is not a lot of waiting which is very difficult for young children.

   b. The teacher is also more relaxed and happy when he/she is ready for the children and can see their enjoyment.

D. The curriculum should offer a rich variety of experiences.

1. The curious, interested, busy child will not be a behavior problem.

2. With a wide range of activities children will have more opportunities for success.

3. Often when children become tired, a change of activities is like a rest.

4. A child will learn what he is ready to learn, but attempts to teach what the child is not ready to learn will stimulate avoidance behavior and may block later learning.

5. Knowledge and competence increase a child's self-confidnece and decrease his potential for misbehavior.

IV. Some basic rules and limits are necessary within the child care center.

A. What does a good rule look like?

1. It states in clear and simple terms what behavior is unacceptable and what substitutes will be accepted.

2. It makes sense within the area or activity to which it applies. Some examples are:

   a. Running is acceptable outdoors but not indoors.

   b. Loud noises are unacceptable at rest time but are okay during free play.

3. It is more rewarding to observe then it is to disobey or ignore.

B. Children feel more secure if they know what is acceptable and what is unacceptable conduct.

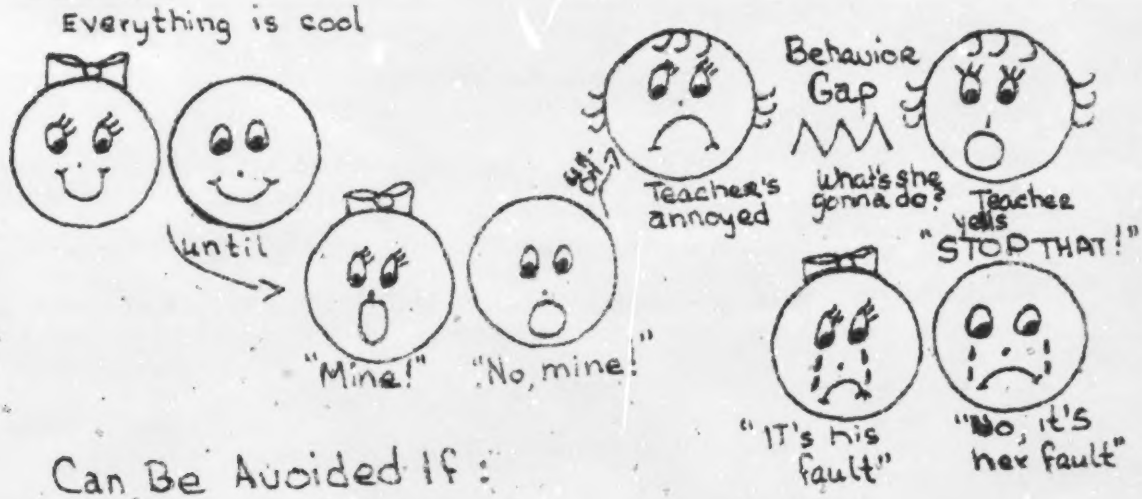
1. John Holt in Freedom and Beyond states, "...kids want to know how to get along, how to become an insider instead of an outsider..."

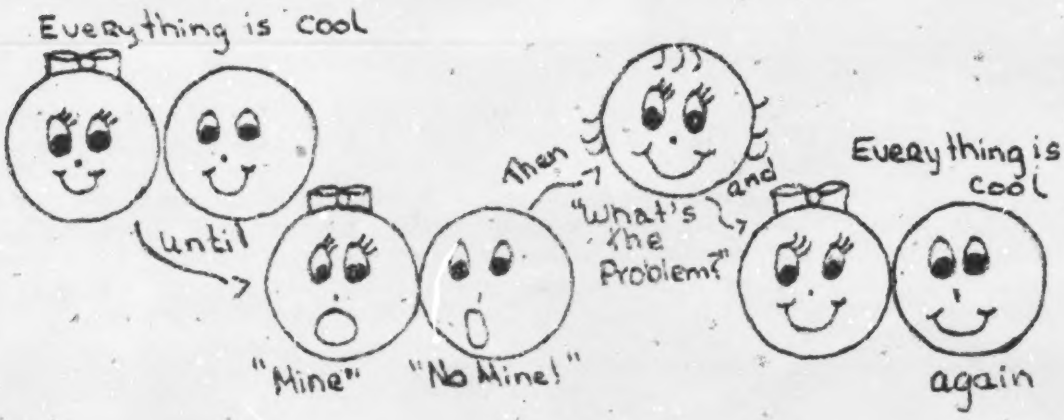
   a. They want to know where are the limits.

   b. They want the rules to be consistent and not contradictory.

2. Classroom anxiety can be related to what Holt calls the "Behavior Gap".

EXAMPLE: Everything is cool as long as the children are involved in acceptable behavior such as 2 or 3 children looking at books in the quiet area. Then the children begin to do something which is moving toward unacceptable behavior such as arguing loudly over the books. At this point, the teacher becomes annoyed. If he/she takes immediate action, the disruptive behavior will stop and the children will have been reminded of a rule and protected from anxiety. If however, the teacher does not take action, the children feel the teacher's tension, become anxious, and continue the acting out behavior until a book gets torn or someone gets hurt or the teacher becomes angry and stops the activity.





C. Children feel safer, more free to explore and experiment if they feel that adults will protect them from situations in which they might get badly hurt.

1. Conversely, too many rules and limits will discourage exploration and experimentation.

2. In some instances, children may be aware of the danger in a situation but at other times, the teacher may have to explain.

EXAMPLE: Children know cars in the street can hurt them but if they have never seen a child hurt on a slide, they may not understand why there is a rule that says they may not go down the slide head first.

D. Teachers should not arbitrarily set rules and limits but should build with the staff and with the children a system of rules and limits which revolve around certain basic considerations:

1. The safety and welfare of the children.

a. Each center may have different situations which could effect the children's safety and about which there should be rules.

1) Is there equipment on the playground which might be dangerous if not used properly?

2) Are there stoves or other things inside which might be dangerous to children?

b. Certain health rules should be observed in all centers.

EXAMPLE: Washing before eating. (See Module #2 - Health and Safety.)

2. Respect for the rights of self and others.

a. Good relationships are built on mutual respect.

b. The child can learn that just as the teacher will not let others infringe on his rights, he will not be permitted to infringe on the rights of others.

EXAMPLE: Otis is working at the paint easel on one side and Bet is working on the other side, Bet decides she wants the paint Otis is using and takes it from him. The teacher explains to Bet that she may not take Otis' paints and makes Bet return the paints. Later in the day, Otis runs through the block area and and knocks down Howard's tower. At this point, the teacher can remind Otis that just as she would not let Bet interfere with his work, she cannot let him interfere with Howard's work.

3. Concern for the feelings of others.

a. As children are encouraged to talk about how they feel rather than acting out, they begin to develop the language for expressing feelings.

EXAMPLE: "Tommy I know you felt surprised and scared when Jim pushed you on the slide. Then you got really mad at him didn't you? It's all right to tell him how you feel, but I can't let you hit him with that rock."

b. As children begin to develop words for feelings they also may begin to develop concern when they hear others use those words to express feeling.

c. However, teachers must be extremely careful not to make children express feelings which are not real.

EXAMPLE: "Jim, you have to tell Tommy you are sorry you pushed him on the slide." Jim not only may not feel sorry but the teacher's pressure may upset and embarass him so much in front of Tommy that Jim will really clobber Tommy the next time they are alone together.

V. Establishing rules and limits means more than just making them, it means making them work.

A. In order to become established, a rule or a limit must be:

1. Clearly understood by all persons in the center.

a. Rules should be posted in your center.

b. You may want to send a list of your center's rules home to the parents or give them a list when they visit.

2. Consistent with the situation.

3. Generally observed.

B. There must be agreement on the rules and limits by all persons working in the center.

1. If a rule is not known or is not mutually agreed upon it will not be consistently applied.

2. If the rule is not consistently applied, it will confuse the children and block the establishment of the rule.

C. The teacher must maintain a trust relationship in order to insure the children's cooperation in establishing the rules and limits.

1. He/she must be firm and consistent.

a. Firmness helps the children realize that they cannot push past the limits and thereby gives the children the security of knowing exactly what is expected.

b. Consistency helps the children realize that the teacher is dependable and can be relied upon to give the children the security of a well-ordered center.

2. He/she must be fair.

a. Fairness means rules and limits are not set simply for the convenience and comfort of adults.

b. Fairness means that children's wants and needs are also considered.

c. Fairness means that rules and limits are applied impartially and must be respected by adults as well as children.

d. Fairness means that every effort is made to understand the meaning of behavior.

c. Fairness means being able to make allowances for special circumstances.

3. He/she must be friendly and considerate.

a. A friendly attitude while enforcing rules and limits helps a child realize that it is his action which is unacceptable not his person.

EXAMPLE: "Judy, chairs are for sitting on, not for standing on." NOT "Judy, why can't you sit in a chair like you know you are suppose to?"

1) A child may become discouraged and quit trying if he feels personal disapproval.

2) On the other hand, a child will change his actions for more rewarding patterns of behavior.

3) Repetition of approved behavior is the result of what the child perceives to be successful behavior.

b. Consideration for the child's feelings helps the child accept correction without loss of self-respect.

EXAMPLE: "Eddie, I know you really feel mad at Bill, but I can't let you hit him. If you really want to pound on something try the punching bag." NOT "Eddie, stop that! What in the world do you think you're doing hitting poor Bill? Tell him you're sorry right now!"

VI. There should be some logical connection between a child's behavior and the consequences of that behavior.

A. Natural consequences are those which occur as a direct result of a specific behavior.

EXAMPLE: If a child touches a hot stove, the natural consequence is a burn.

1. We must protect children from actions whose natural consequences would be dangerous or harmful.

2. Otherwise natural consequences are the best teachers a child can have.

a. Everytime a child trys to do something real there is a consequence.

1) If the child does it right, the child gets the consequences or results he wants.

2) If the child does it wrong, the child does not get the consequences or results he wants.

b. If the teacher moralizes or scolds too much, the lesson of the natural consequence may be lost.

1) You will have relieved the child of the responsibility of thinking about his own action.

2) The next time the child attempts a similar action he will depend on you to stop or correct him.

B. Social consequences are the reactions of others to behavior.

1. Children want to be a part of the group and to behave as the adults around them behave unless they become convinced that they cannot.

2. Encouragement and approval help the child have faith in himself.

3. If the behavior is unacceptable, the teacher's reaction should be immediate.

a. Give positive redirection.

EXAMPLE: "Able, it's against the rules to paint on the wall, but I'll put a big piece of paper up for you to paint on."

b. Allow the child time out.

EXAMPLE: "Florence, you may go in the other room if you don't feel like listening to the story.

c. Remove the source of the problem.

EXAMPLE: "Susan, I'm going to put your doll in your cubby until time to go home. You and Jane may play with the dolls in the housekeeping area."

d. Remove the child from the problem.

EXAMPLE: "John, blocks are for building not for throwing. I'd like for you to play in another area for a while until you are ready to build with the blocks.

4. Children will also learn from the reaction of their peers.

a. If the rules and limits are established, the children will remind one another.

b. If a child contributes positively to the group, he will be shown approval and be accepted into the group.

C. Consequences of superior force are used only for the protection of the child or others.

1. If a child is disturbed to the extent that he might hurt himself or others, he should be restrained.

2. The teacher must recognize when words are not effective and take action.

   a. The child must be held firmly but kindly.

   b. The teacher must not feel or show anger.

   c. The child may be too upset to hear or understand words, but he will be able to tell how the teacher feels by the way he/she holds the child. (This is sometimes called body language.)

D. If children like the consequences, they will repeat the behavior.

   1. In a trust relationship the child will feel free to choose.

   2. As a child makes choices and pleasant consequences occur, he will gain faith in his own judgement.

   3. The child will tend to eliminate the behavior which results in unpleasant consequences.

   4. However, a discouraged child may seek consequences which we would not consider pleasant. (Note: See again Supplement #2 - A Child's Mistaken Goals)

   5. Rudolf Dreikurs, M.D. believes that we can only change anothers behavior by changing our reaction to the behavior. (Again note in Supplement #2 his suggestions for correction.)

Conclusion:

It can be repeated then that guidance depends upon the quality of the relationship, if a child trusts the teacher and the teacher trusts the child, the child will do well. He will model much of his behavior after that of the teacher. Then if those behaviors which the child has freely chosen meet with success, the child will repeat the behavior. Likewise, the child will eliminate those behaviors which he percieves not to be successful. In this way, the child begins to build habits of discipline and self-discipline becomes internalized.

RESOURCES FOR FURTHER STUDY

1. Dreikurs, Dr. Rudolf. THE A. B. C.'s OF GUIDING THE CHILD. A paper, May, 1968.

2. Dreikurs, Dr. Rudolf. THE PSYCHOLOGICAL APPROACH IN THE CLASSROOM. Address before the Convention of the American Federation of Teachers, Chicago, August 17, 1954.

3. Fraiberg, Selma H. THE MAGIC YEARS. New York, Charles Scribner's Sons, 1959.

4. Galambos, Jeannette W. A GUIDE TO DISCIPLINE. Washington, D.C. N.A.E.Y.C., 1969. (For specific suggestions on specific problems.)

5. Ginotte, Dr. Haim G. BETWEEN PARENT AND CHILD. New York, Avon, 1965.

6. Holt, John. FREEDOM AND BEYOND. New York, Dell Publishing Co., Inc., 1972.

7. Murphy, Lois B. and Ethel M. Leeper. A SETTING FOR GROWTH. #6 - Caring for Children Series, Washington, D.C., D.H.E.W. Publication #(OHD)75-1031, 1974.

8. Murphy. Lois B. and Ethel M. Leeper. FROM "I" TO "WE". #8 - Caring for Children Series, Washington, D.C., D.H.E.W. Publication #(OHD)75-1033, 1974.

9. Rainbow Series, Daily Program I, II, III.

10. Read, Katherine H. THE NURSERY SCHOOL: A HUMAN RELATIONSHIPS LABORATORY. Philadelphia, W.B. Saunders Company, 1971.

11. Rogers, Carl R. and Barry Stevens. PERSON TO PERSON: THE PROBLEM OF BEING HUMAN. Lafayette, Calif., Real People Press, 1967.

SUPPLEMENT

TABLE OF CONTENTS

SUPPLEMENT #1	"The Characteristics of the Family Constellation" unpublished paper by Mrs. Floy Pepper, Portland Public Schools.	Page 19
SUPPLEMENT #2	"Child's Mistaken Goals" from The ABC's of Guiding the Child, by Rudolf Dreikurs, M.D.	Page 25
SUPPLEMENT #3	A Useful Observation of a Child's Behavior	Page 26

SUPPLEMENT #1

THE CHARACTERISTICS OF THE FAMILY CONSTELLATION

A paper contributed to the Oregon Society of Individual Psychology, January 1964.

By Mrs. Floy Pepper, Teacher and Counselor
Portland Public Schools, Portland, Oregon

In this study we shall be concerned with the child's experiences in the family. His opportunities and barriers, challenges and expectations, ambitions and frustrations are strongly influnced by his position in the birth order of the family. An insight into these dynamic forces can aid the parents or adults in taking a more effective course of action.

Of greatest concern in this relationship is the impact of the family upon the personality of the child. These experiences in the family are the most important determinants for his frame of reference for perceiving, interpreting, and evaluating his world outside the family. The knowledge, habits, and skills which he acquires in the home largely determine his capacity for dealing with outside situations.

A basic assumption is made that personality and character traits are expressions of movement within the family group. This is in contrast to other assumptions which attribute the main development to heredity, psycho-sexual development, general individual development principles, or strictly environmental stimulations. The concept of the family constellation as a dynamic explanation, sees the development not so much the result of factors which converge on the child, but that of his own interpretation and related interaction. He influences the group and other members of the family as much as he is influenced by them, and in many cases, even more so. His own concepts force them to treat him the way he expects to be treated. Each child in his early relationships to other members of the family extablishes his own approaches to others in his effort to gain a place in the group. All his strivings are directed towards a feeling of security - a feeling of belonging - that the difficulties of life will be overcome and that he will emerge safely and victoriously. Dreikurs states that "he trains those qualities by which he hopes to achieve significance or even a degree of power and superiority in the family constellation."[8]

Human beings react differently to the same situation. No two children born into the same family grow up in the same situation. The family environment that surrounds each individual child is altered. The environments of the children within the same family may be different for several reasons.

1. With the birth of each child, the situation changes.
2. Parents are older and more experienced.
3. Parents may be more prosperous and own home.
4. Parents may have moved to another neighborhood.
5. Possibility of step-parent - due to divorce or death.

Other possibilities or factors which may affect the child's place within the family group are: a sickly or crippled child, a child born just before or after the death of another, an only boy among all girls, an only girl among all boys, some obvious physical characteristic, an older person living in the home, or the favoritism of parents toward a child. Adler states that "the dangers of favoritism can hardly be too dramatically put. Almost every discouragement in childhood springs from the feeling that someone else is preferred. Where boys are preferred to girls, inferiority feelings amongst girls are inevitable. Children are very sensitive and even a good child can take an entirely wrong direction in life through the suspicion that others are preferred."[1]

Adler taught that in the life-pattern of every child there is the imprint of his position in the family with its definite characteristics. He pointed out that it is just upon this one fact - the child's place in the family constellation - that much of his future attitude towards life depends.[6]

THE ONLY CHILD

The only child has a decidedly difficult start in life as he spends his entire childhood among persons who are more proficient. He may try to develop skills and areas that will gain approval of the adult world or he may solicit their sympathy by being shy, timid, or helpless.

1. Usually is a pampered child - and if a boy has a mother complex.
2. If boy, sometimes feels that his father is his rival.
3. Enjoys his position as the center of interest.
4. Usually is interested only in himself.
5. Sometimes has a feeling of insecurity due to the anxiety of his parents.
6. Usually is not taught to gain things by own effort; merely to want something is to have it.
7. If his requests are not granted, he may feel unfairly treated and refuse to cooperate.

THE FIRST CHILD

The first child has a treatened position in life; his being the oldest should entitle him to the favored spot, and frequently does. However, he may become discouraged upon the birth of the second child, and refuse to accept responsibility.

1. Is an only child for a period of time and has therefore been the center of interest.
2. Has to be first - in the sense of gaining and holding superiority over the next children.
3. Becomes a "de-throned" child with the birth of the second child. (Sometimes feels unloved and neglected. He usually strives to keep or to regain his mother's attention by positive deeds; when this fails, he quite often switches to the useless side and may become obnoxious. If his mother fights back, the child may become a problem child.)

4. Could develop a good, competent behavior pattern or become extremely discouraged.

5. Sometimes strives to protect and help others in his struggle to keep the upper hand.

6. Sometimes death wishes or expressions of hate are directed toward the second child.

7. If the first child is a boy followed by a sister - within a short time:

   a. Personal conflict may become a pattern of sexual discord.

   b. Girls develop faster than boys during one to seventeen and press closely on the heels of the first child.

   c. The boy usually tries to assert himself because of social preference for boys and may take advantage of his masuline role.

   d. The girl may develop a feeling of inferiority and pushes on.

THE SECOND CHILD

The second child has somewhat of an uncomfortable position in life and usually takes a steam-engine attitude, trying to catch up with the child in front and feels as though he is under constant pressure.

1. Never has his parents undivided attention.

2. Always has in front of him another child who is more advanced.

3. Feels that the first child cannot be beaten which disputes his claim of equality.

4. Often acts as though he were in a race. Hyperactive and pushy.

5. If the first child is successful the second is more likely to feel uncertain of self and his abilities.

6. Usually is the opposite of the first child. (If the first child is dependable and "good" - the second may become undependable and "bad".)

7. Becomes a "squeezed" child whenever a third child is born.

THE YOUNGEST CHILD

The youngest child has quite a peculiar place in the family constellation and may become a "speeder" because he is outdistanced and may become the most successful; or he may become discouraged and have inferior feelings.

1. Is often like an only child.

2. Usually has things done for him - decisions made, and responsibility taken.

3. Usually is spoiled by the family.

4. Finds himself in an embarrassing position - is usually the smallest, the weakest and above all - not taken seriously.

5. May become the "boss" in the family.

6. Either attempts to excell his brothers and sisters or evades the direct struggle for superiority.

7. May retain the baby role, and place others in his service.

8. Often allies with the first child as being different from the rest.

THE MIDDLE CHILD OF THREE

The middle child of three has an uncertain place in the family group - and may feel neglected. He discovers that he has not the privileges of the youngest nor the rights of an older child.

1. May feel unloved and abused.

2. Becomes a "squeezed child" whenever a third child is born.

3. May hold the conviction that people are unfair to him.

4. May be unable to find his place in the group.

5. May become extremely discourage - and more prone to become a "problem child".

MIDDLE CHILDREN - LARGE FAMILY

Children who come in the middle of a family usually develop a more stable character, and the conflict between the children tends to be less fierce. In other words, the larger the family, usually the less conflict and strife among the children.

GENERALIZATIONS

Every brother and sister has some pleasant feelings and some unpleasant feelings about each other. They are likely to have pleasant relations when they satisfy one another's needs. Since each child feels differently toward each brother and sister, the relationship of any two of them is very special.[16] "As each member strives for his own place within the group, the competing opponents watch each other carefully to see the ways and means by which the opponent succeeds or fails. Where one succeeds, the other gives up; where one shows weakness or deficiencies, the other steps in. In this way competition between two members of the family is always expressed through differences in character, temperment, interests and abilities. Conversely, the similarity of characteristics always indicates alliances. Sometimes, the two strongest competitors show no sign of open rivalry, but rather present a close-knit pair; nevertheless, their competitive striving is expressed in personality differences. One may be the leader, the active and powerful protector, while the other may lean and get support by weakness and frailty. There are cases where strong competition did not prevent a mutual agreement, but rather permitted each to feel secure in his personal method of compensatory striving."[8]

If there is quite a number of years between the birth of children, each child will have some of the characteristics of an only child. Perhaps there will be two families - one set of children, then a space of years, then another set. Whatever combination may first exist, with the space of years the situation changes and shifts, but basically the above characteristics remain the same.

The development of an only girl among boys or of an only boy among girls presents a ticklish problem. Both usually tend to go to extremes - either in a feminine direction or masuline role. In most cases, both would be somewhat isolated and have mixed feelings and emotions. Whichever role seems to be the most advantageous will be the one adopted.[4]

"Every difficulty of development is caused by rivalry and lack of cooperation in the family. If we look around at our social life and ask why rivalry and competition is its most obvious aspect - indeed, not only at our social life but at our whole world - then we must recognize that people everywhere are pursuing the goal of being conqueror, of overcoming and surpassing others. This goal is the result of training in early childhood, of the rivalries and competitive striving of children who have not felt themselves an equal part of their whole family."[3]

From the moment of birth the child acts, thinks, and feels in response to his world in accordance with how he experiences or perceives it; and the way in which he experiences or perceives his world is to him - reality.[11] What actually happens to the individual is not as important as how he interprets the situation. With this in mind, we must remember that it is not the position in the family sequence that is the decisive factor, but rather the situation as the child interprets it.

The child's position in the family sequence shows how a child uses his situation and the resulting impressions to create his style of like, his pattern of movement and his characteristic traits.

The End

By: Mrs. Pepper

BIBLIOGRAPHY

1. Adler, Alfred, Social Interest: A Challenge to Mankind. London, Faber and Faber Lts., 1949.

2. Adler, Alfred, The Science Of Living. Garden City, New York, Garden City Publishing Co., 1929.

3. Adler, Alfred, What Life Should Mean To You. New York, Capricorn Books, 1958.

4. Adler, Alfred, Understanding Human Nature. Greenwich, Conn., Fawcett Publications, 1959.

5. Beecher, Marguerite and Willard, Parents On the Run. New York, The Julian Press, 1959.

6. Bottome, Phyllis, Alfred Adler. New York, Vanguard Press, 1957.

7. Bugelski, B.R., Principles of Psychology. New York, Holt, Rinehart and Winston, 1960.

8. Dreikurs, Rudolf, Fundamentals Of Adlerian Psychology. Jamaica, B.W.E., Knox Publications, 1958.

9. Dreikurs, Rudolf, Psychology In The Classroom. New York, Harper Brothers, 1957.

10. Dreikurs, Rudolf, The Challenge Of Parenthood. New York, Duell, Sloan and Pearce, 1958.

11. Frank, Lawrence K. and Mary, Your Adolescent: At Home And In School. New York, The Viking Press, 1959.

12. Jenkins, Bauer, and Shacter, Teenagers. New York, Scott, Foresman, and Co., 1954.

13. Lowe, R.N., Sense And Nonsense About Children. A reprint from the Oregon Parent Teacher Bulletin, Oregon Congress of Parents and Teachers.

14. Rasey, Marie and Earl Kelley, Education And The Nature Of Man. New York Harper Brothers, 1952.

15. Sewall, Mabel, Some Causes Of Jealousy In Young Children. A reprint from Psychological Studies of Human Development edited by Kuhlen and Thompson.

16. Smart and Smart, Living In Familes. Boston, Houghton Mifflin Co., 1958.

17. Thompson, George G., Child Psychology. Boston, Houghton Mifflin Co., 1952.

SUPPLEMENT #2

25

CHILD'S MISTAKEN GOALS

From "The ABC's of Guiding the Child" - a paper by Rudolf Driekurs, M.D.

GOAL OF MISBEHAVIOR	WHAT CHILD IS SAYING	HOW PARENT FEELS	CHILD'S REACTION TO REPRIMAND	SOME CORRECTIVE MEASURES
ATTENTION	I only count when I am being noticed or served	Annoyed Wants to remind, coax Delighted with "good" child	Temporarily stops disturbing action when given attention	Ignore Answer or do the expected Give attention at pleasant times
POWER	I only count when I am dominating, when you do what I want you to do	Provoked Generally wants power Challenged "I'll make him do it, you can't get away with it."	Intensifies action when reprimanded Child wants to win, be boss	Extricate self Act, not talk Be friendly Establish equality Redirect child's efforts into constructive channels
REVENGE	I can't be liked, I don't have power, but I"ll count if I can hurt others as I feel hurt by life	Hurt, made "How could he do this to me?"	Wants to get even Makes self disliked.	Extricate self Win child Maintain order with minimum restraint Avoid retaliations Take time and effort to help child
INADEQUACY	I can't do anything right so I won't try to do anything at all; I am no good	Despair "I give up"	No reprimand, therefore, no reaction Feels there is no use to try Passive	Encouragement (may take long time) Faith in child's ability

29

30

SUPPLEMENT #3

A USEFUL OBSERVATION OF A CHILD'S BEHAVIOR

It is important to know how the child sees himself and feels about himself now. Understanding about the child is not enough, it is crucial to understand him. To do this, the child must be observed as he relates to his immediate world - peers, parents, teacher, etc.

Characteristics of a meaningful incident:

1. It gives the date, the place and the situation in which the action occured. This is the setting.

2. It describes the action of the child, the reactions of the other people involved, and the response of the child to these reactions.

3. It quotes what is said to the child and by the child during the action.

4. It supplies "mood cues" - postures, gestures, voice qualities, and facial expressions that give cues to how the child felt. It does not provide interpretations of his feelings, but only the cues by which a reader may judge what they were.

5. The description is extensive enough to cover the episode. The action or conversation is not left incomplete and unfinished but is followed through to the point where a little vignette of a behavioral moment in the life of the child is supplied.

This provides a solid basis for recording. It also gives a useful framework within which the observer can operate.